DOCUMENT RESUME

ED 094 465 EA 006 311

TITLE	School Bus Driver Instructional Program. Course Guide.
INSTITUTION	Department of Transportation, Washington, D.C. National Highway Safety Bureau.
REPORT NO	DOT-HS-801-084
PUB DATE	Jun 74
NOTE	72p.; Related documents are EA 006 269, EA 006 238, and EA 006 312 through 314
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5003-00158, $0.95)
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Driver Education; *Instructional Materials; Instructional Programs; Job Training; Programed Units; *School Buses; Student Transportation; Tables (Data); *Teaching Guides; *Traffic Safety; Training Objectives
IDENTIFIERS	*Bus Driver Training

ABSTRACT

A standardized and comprehensive school bus driver instructional program has been developed under contract with the Federal Government. The course has been organized to provide in one package a program for developing the minimum skills and knowledge needed by the school bus driver, as well as those supplemental skills and knowledge which the proficient driver might require. This guide, one section of the program, has been prepared to assist course administrators and instructors in the preparation for and the conducting of the School Bus Driver Instructional Program. In order that the program might be usable by all States and school districts, it has been designed to be flexible and is, therefore, adaptable to specific local or individual requirements. At several points in the program, indications are provided about where adaptations may best be made. This course guide contains a unit-by-unit specification for required instructor resources in tables which identify the major equipment, references, handout material, and media required to localize the units. The remainder of the document is given over to a statement of the course objectives, some course planning considerations, and guidelines for conducting the program. The appendixes include a complete audiovisual directory of available films and slide programs relevant to the course and a bibliography of pertinent references. (Author/MLF)

ED 094465

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SCHOOL BUS DRIVER INSTRUCTIONAL PROGRAM

course guide

U.S. DEPARTMENT OF TRANSPORTATION

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION
WASHINGTON, D.C. 20590

June 1974

EA 006 311

FOREWORD

As part of its continuing effort to ensure the safety of school children and bus drivers, the National Highway Traffic Safety Administration recognized the requirement to develop a standardized and comprehensive school bus driver instructional program. To satisfy this need, Contract No. DOT-HS-339-3-652 was awarded to Applied Science Associates, Inc., (ASA), Valencia, Pennsylvania. The purpose of the contract was to assemble and review instructional materials already in use by the states and to organize and revise the best of these into a "training program for school bus operation to fulfill the requirement of the Highway Safety Program Standard No. 17, Pupil Transportation Standard."

The instructional materials received from the states or local school districts were reviewed, revised, and assembled into three basic documents for the course: The *Course Guide*, designed for use by administrators in planning the program; the *Instructor's Guide*, prepared to assist the instructor in conducting the course; and the *Trainee Study Guide* to be used by the students as a text/workbook for reviewing materials presented in class. In addition, a *Final Report* describes the development of the instructional program and the course documentation.

Dr. George Palmer of the National Highway Traffic Safety Administration served as the Contract Technical Manager. Sanford Schumacher, the Principal Investigator, served as Project Director during the instructional development and testing phases of the project. Richard Dueker was Project Director during the data collection phase. Margaret Nesbitt contacted the states and local school districts and assembled the existing instructional materials and the Audiovisual Directory. Ann Smith prepared the *Instructor's Guide* and the *Trainee Study Guide* and monitored the pilot testing of the program. Ethel Westerman assisted in the assembly and cataloguing of activities and typed the materials in the instructional program.

ASA acknowledges the assistance of the following Pittsburgh-area individuals who reviewed copies of the draft materials:

Mr. Carl Sinkula, Director, Administrative Services, North Allegheny School District.

Mr. Glen Prady, Supervisor of Transportation, North Allegheny School District.

Mrs. Dolores Salago, Principal, Cumberland Hills School for Exceptional Children.

Dr. Patrick Long, Elementary Principal, Mars Area School District.

Mr. Donald Owens, Secretary and Business Manager, Mars Area School District.

We are particularly indebted to Mr. David Soule, Pupil Transportation Specialist, National Highway Traffic Safety Administration for his extensive review of the instructional units. His thorough examination and critique of the program not only enabled us to make it consistent with Standard No. 17, but also to improve the instructional quality of the materials.

And finally, we wish to thank the bus drivers of the North Allegheny School District who, under the direction of Mr. Carl Sinkula, participated in the pilot test of the materials. Their conscientious efforts and probing questions helped us in many ways to improve the quality and usability of the program. These drivers were: Paul Altmyer, Phyllis Brandon, George Doughty, Rose Doughty, Donna Gregor, Mary Gross, Ed Kroll, Rella McElroy, Robert Meier, Charles Miklos, Gene Petrovic, Jane Richards, Nancy Sweet, Lois Wade, Ruth Wierzbinski.

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PURPOSE OF THIS COURSE GUIDE

This guide has been prepared to assist course administrators and instructors in the preparation for and conduct of the School Bus Driver Instructional Program. Because the program was built to be as flexible as possible (i.e., it was designed to be usable by all states and school districts), it will have to be adapted to satisfy specific local or individual requirements. For the program to be successful, it is absolutely necessary that the content be reviewed and adapted prior to giving the course to school bus drivers. To facilitate this process, the INSTRUCTOR GUIDELINES (in the *Instructor's Guide)* are marked with arrows to flag points at which adaptation is required. In addition, this *Course Guide* contains a unit-by-unit specification for required instructor resources (Tables 2 and 3) which identify the major equipment, references, handout material, and media required to localize the units.

The remainder of this guide contains a statement of the course objectives, course planning considerations, and guidelines for the conduct of the program. The Appendices include a complete Audiovisual (AV) Directory of available films and slide programs relevant to the course, and a bibliography of pertinent references.

The overall purpose of the course is to provide in one package a program for developing the minimum (core) skills and knowledge needed by the school bus driver, *and* those supplemental (or advanced) skills and knowledge which the proficient driver *might* require. The core materials are covered in five units containing both classroom and in-bus instruction. These units require less than 3 days of instruction, and cover the following topics:

Introduction to School Bus Driver Role and Responsibility

Passenger Control

Accidents and Emergencies

Bus Maintenance and Inspection

Driving Fundamentals

The eight advanced units, also requiring classroom and in-bus instruction, can be administered in about five more days. Topics covered include:

Emergency Driving Techniques

First Aid

Field Trips

Transporting Exceptional Students

Detecting Hazards

Controlling the Position of the Bus

Driving Under Special Conditions

Preventive Maintenance of the Bus

The emphasis in all of the course materials is upon those aspects of driving a school bus which are (a) different from those for driving an automobile, or (b) critical for the safe operation of the pupil transportation system. Table 1 which follows contains a complete listing of the specific objectives for the program.

Table 1

Course Objectives

UNIT	TITLE AND OBJECTIVES FOR UNIT
Core A	Introduction to School Bus Driver Role and Responsibility . By the end of this unit, the students should be able to: 1. Describe the responsibilities of members of the Pupil Transportation System. 2. Describe the requirements for selection and licensing of school bus drivers. 3. Identify how emotional and physical characteristics affect the driver's tasks.
Core B	Passenger Control . By the end of this unit, the students should be able to: 1. List the procedures for controlling the bus and students during loading and unloading. 2. Describe general rules of student conduct and discipline procedures. 3. Identify types of disorder requiring immediate attention and describe procedures for controlling them. 4. Report student control problems.
Core C	Accidents and Emergencies . By the end of this unit, the students should be able to: 1. Identify the major causes of school bus accidents and describe actions to avoid accidents. 2. Identify his/her legal responsibilities and required action in case of an accident. 3. State the school's policy on eight accident/emergency issues. 4. Describe and demonstrate emergency procedures to follow.

Table 1 (continued)

UNIT	TITLE AND OBJECTIVES FOR UNIT
Core D	Bus Maintenance and Inspection . By the end of this unit, the students should be able to: 1. Identify interior and exterior maintenance tasks. 2. Perform a pretrip inspection of a bus.
Core E	Driving Fundamentals . By the end of this unit, the students should be able to: 1. Identify basic driving maneuvers. 2. Discuss state laws and local policies related to basic driving maneuvers. 3. Demonstrate basic maneuvers behind the wheel of a bus.
Advanced A	Emergency Driving Techniques . By the end of this unit, the students should be able to select appropriate driving techniques to maintain or regain control of the bus under five emergency conditions: 1. Skid. 2. Tire blowout. 3. Brake loss. 4. Obstruction in path of bus. 5. Sudden loss of visibility.
Advanced B	First Aid . By the end of this unit, the students should be able to: 1. Set priorities for treating severe injuries. 2. Recognize and treat symptoms of severe bleeding, stoppage of breath, and shock.

Table 1 (continued)

UNIT	TITLE AND OBJECTIVES FOR UNIT
Advanced C	Field Trips . By the end of this unit, the students should be able to list how driving on a field trip or special assignment may differ from driving a normal bus route, including what they should do about: 1. Learning an unfamiliar route. 2. Working with chaperones. 3. Students unfamiliar with bus rules of conduct. 4. Excesses in behavior due to nature of the trip. 5. Extra and oversize equipment.
Advanced D	Transporting Exceptional Students . By the end of this unit, the students should be able to: 1. Identify the physical characteristics and behavioral tendencies of different types of exceptional students. 2. Describe special loading/unloading procedures. 3. Describe special methods of controlling exceptional children. 4. State ways of communicating with parents of exceptional children.
Advanced E	Detecting Hazards . By the end of this unit, the students should be able to: 1. Use clues to detect potential hazards. 2. Determine degree of actual hazards. 3. Select what action they should take to avoid hazards.

Table 1 (continued)

UNIT	TITLE AND OBJECTIVES FOR UNIT
Advanced F	Controlling the Position of the Bus . By the end of this unit, the students should be able to control the position of the bus by: 1. Estimating required space for the bus. 2. Observing the position of other vehicles. 3. Making sure other drivers observe them. 4. Maintaining adequate separation between the bus and all other objects and pedestrians.
Advanced G	Driving Under Special Conditions . By the end of this unit, the students should be able to select special driving techniques for: 1. Rural and mountainous areas. 2. Urban areas. 3. Night and darkness. 4. Adverse weather conditions. 5. Expressways.
Advanced H	Preventive Maintenance of the Bus . By the end of this unit, the students should be able to: 1. Use their senses to detect symptoms of possible trouble. 2. Describe basic bus components. 3. Identify driving actions which avoid undue wear on the bus.

COURSE PLANNING CONSIDERATIONS

This section of the *Course Guide* contains general and specific planning considerations. The specific considerations include class size, student and instructor prerequisites, guidelines for localizing the units, needed instructor resources, use of the AV Directory, and guidelines for scheduling the course.

General Planning Considerations

The School Bus Driver Instructional Program is flexible. It is designed to be adaptable to the various needs of different states and the particular needs of local school districts, whether they own or lease their school buses. Provision has been made for incorporating training materials now in use into the basic content of the course.

The Core Units are considered to be the *minimum* amount of instruction drivers should receive before transporting students. The Advanced Units are considered necessary for expert driving. They are "advanced" in that they can be taught after a driver has mastered basic skills in the Core Units. The Core Units should be learned in the sequence Units A through E. The Advanced Units can be learned one at a time, in various sequences, except that Advanced Units E, F, and G should be learned in that order. The structure of the course is up to each pupil transportation system. There are several ways to pick and choose from among the units to form an individualized instructional course tailored to specific needs.

Pre-Service Instruction

1. The Core Units may be administered in a block as pre-service instruction. Depending on the number of drivers being trained, the five Core Units can be covered in two or three days.

2. The Core Units may be administered as a block with the addition of one or more Advanced Units. The Advanced Units can be selected to fulfill the specific needs of a particular pupil transportation system or to increase the driver's proficiency in particular areas (e.g., detecting hazards).

In-Service Instruction

1. If the bus drivers in a district are all experienced, any or all of the Core and Advanced Units can be used in combination. The

units selected can be part of an ongoing in-service program that may take place throughout one or more school years, depending on the number of drivers, availability, etc. Selection of each unit for use depends on the system's current needs. For example, the unit on Exceptional Students might be omitted if drivers don't have the responsibility of transporting them. Or, if all of the drivers have attended (or will attend) a Standard First Aid course, the First Aid Unit could be covered only briefly, as a review. Since the First Aid Unit covers only three critical skills, it could be used as a refresher or overview for those drivers receiving more formal first aid training. On the other hand, if no formal first aid training is scheduled, the First Aid Unit would provide the minimum skills that every school bus driver should have.

2. Many districts have a good (or even excellent) school bus driver instructional program now in operation. However, these programs may be supplemented with one or more of the units, either completely as presented in the *Instructor's Guide*, or by incorporating some of the OPTIONS listed in the INSTRUCTOR GUIDELINES. The more completely the skills and knowledge identified in each of the unit objectives can be taught, the closer the course will come to being a comprehensive school bus driver instructional program.

Combination Pre-Service/In-Service Instruction

1. The Core Units may be given to new drivers as pre-service instruction before the school year. The Advanced Units could then be administered as in-service instruction during the school year.

2. New drivers may receive the Core Units as pre-service instruction. The new drivers could then be scheduled over one or more years for advanced instruction along with veteran drivers for ongoing in-service programs.

The first step for implementing the School Bus Driver Instructional Program is to review the objectives in Table 1 and determine the general type of program (e.g., pre-service only) that is needed. Then, a preliminary selection of Core and Advanced Units should be made.

Specific Planning Considerations

Class Size

The program has been developed to maximize each student's active participation. The more a student participates in the instruction (by writing down answers to exercises, by commenting on questions, by changing his own guide to conform to local practices, by demonstrating skilled techniques, etc.), the better he will learn. If the students simply sit

through a series of lectures, the course will be pretty deadly, and they will not learn nearly as much as they could through participation. Thus, the *Trainee Study Guide* contains lots of space for note-taking, and numerous exercises to encourage active participation. The good instructor will take advantage of these opportunities for student involvement.

Most of the exercises have been developed on the assumption that there are six students in the class. In this way, each student can respond to a different exercise problem. So, ideally, each class should be limited to six trainees. Also ideally, the students should have approximately the same level of experience. For example, completely inexperienced drivers and drivers having many years of experience should not be mixed in the same class.

In many situations, however, it may be impossible or impractical to have a 1:6 instructor-student ratio. In such cases, class sizes in multiples of six are desirable (that is, 12 students, 18 students, etc.). If possible, the larger classes should be divided into six-student teams, with each member of the team working on a different problem in the unit exercises.

Student and Instructor Characteristics

Several assumptions have been made about the students and the instructors. The more completely these assumptions are met, the more successful the course will be.

Student Assumptions. It is assumed that all students:

1. Have a valid driver's license.
2. Are literate.
3. (In a given class group) are at about the same level of experience.

Instructor Assumptions. It is assumed that the instructor:

1. Has taken the course as a "student" before teaching it. (Clearly, this will not be possible during the first administration of the course, since someone has to be the "pioneer" instructor. After the course is established and implemented, future additional instructors should sit in as students.)
2. Has at least some experience as a school bus driver. (Note: the level of information in the INSTRUCTOR GUIDELINES and CONTENT is detailed enough so that the instructor does not have to be a veteran driver, supervisor, or administrator.)

3. Has partici pated in the preparation and adaptation of the materials. (An instructor who "takes over" after the course has been taught several times should be thoroughly briefed on all the curriculum changes made to localize the program.)

Customizing (Adapting) the Units to Satisfy Local Needs

The units may be customized by the instructor or by the school (district, state) administration. Whoever has responsibility for adapting the units must read the INSTRUCTOR GUIDELINES and CONTENT in the *Instructor's Guide*. Arrows are used in the INSTRUCTOR GUIDELINES to indicate places where a specific activity is required of the instructor: either an action directed at the trainees, or an action to customize the content. The person responsible for localizing the units must also refer to the Instructor Resources listed in Table 2 and Table 3 of this *Course Guide*.

A brief outline of the suggested process for localizing the units is presented below. After selecting a set of units which satisfy general state/local needs, the instructor (or whoever has responsibility for adapting the units) should do the following things for *each* selected unit:

1. Read through the INSTRUCTOR GUIDELINES column in conjunction with the CONTENT column. Note arrows requiring customization of the CONTENT.

2. Select OPTIONS.

   a. Refer to Audiovisual (AV) Directory (Appendix A to this *Course Guide*).

   b. Develop (or commission development of) local media, if appropriate.

   c. Contact resource personnel if applicable.

3. Refer to the Instructor Resources Needed listed in Tables 2 and 3 of this *Course Guide*.

   a. Note which *equipment* to use.

   b. Note which *references* are needed.

   c. Note which *handout material and media* are required and which are optional.

4. Make necessary arrangements for acquiring, preparing, or reproducing these resources.

Table 2

Instructor Resources Needed for Core Units

EQUIPMENT (optional for all units)

flipchart or chalkboard
grease pencils, markers, chalk, etc.
magnetic chalkboard, magnetized model vehicles (toy buses and cars to be used as models for demonstrating maneuvers, etc.)
slide projector/screen
16mm movie projector/screen
overhead projector/screen
transparencies (blank or prepared)
record player (33-1/3 rpm)
actual school bus

CORE UNIT	REFERENCES	HANDOUT MATERIAL AND MEDIA
A	List of local selection and hiring procedures Motor Carrier Safety Regulations of the Federal Highway Administration 49CFR391 State law and local regulations on school bus driver qualifications, driving record, etc.	State organizational chart Film: "Caution--Valuable Load"* (12) Film: "Chrome Yellow! Extra Caution"* (16) Locally produced slides*
B	State Motor Vehicle Code Local policy on loading/unloading, seating, discipline, etc. Local duties of bus patrols*	Applicable sections of Motor Vehicle Code Diagram of local seating policy* Locally produced slides* Film: "And Then It Happened"* (7) Film: "School Bus Patrol"* (56) Rules for student conduct on bus Local forms for reporting discipline problems

*Optional

NOTE: Numbers in parentheses ( ) refer to AV Directory (See Appendix A)

Table 2 (continued)

CORE UNIT	REFERENCES	HANDOUT MATERIAL AND MEDIA
C	State/local accident statistics Court cases involving school buses State law on accident procedures Local investigation procedure of accidents Local policy on sending for help, notifying authorities. Local policy on mechanical breakdown situations. School records of evacuation incidents. Local policies on usage and maintenance of emergency devices. School policy on 8 accident issues (see pp. C-49 to C-51). Local evacuation and evacuation drill procedures.	Case histories of local accidents including diagrams 3 potential accident situations Film: "The Final Factor"* (32) Film: "The Human Factor in Driving"* (38) Film: "Be Your Own Traffic Judge"* (65) Film: "Preventable or Not "* (49) Tapes: "You Are the Jury"* (80) Actual case history of bus driver sued for negligence. Synopsis of applicable state law on accidents. Local emergency information packet. Accident situation and about 3 descriptions of various bus driver actions. State and local accident report forms (samples filled in). Sample maintenance repair report form (filled in) Diagram of local evacuation procedure. Actual emergency devices (6 fusees, flags/reflectors, wrecking bar (axe), first aid kit, fire extinguishers.
D	Local bus maintenance policies Local inspection policies	Job Aid: Pretrip Inspection Checklist*, Model Pretrip Inspection Checklist filled out for actual bus to be inspected by trainees. Sample regular maintenance request form (filled in).

Table 3

Instructor Resources Needed for Advanced Units

CORE UNIT		EQUIPMENT (optional for all units)	REFERENCES	HANDOUT MATERIAL AND MEDIA
E	State basic Manufacturer's for bus operati State law specific visibility requireme specific distance requirements, etc., if any. State or local regulations on railroad crossing. All state and local provisions relating to any of the 15 driving maneuvers listed in Figure 4. Off-street practice facility for in-bus practice.	flipchart or chalkboard grease pencils, markers, chalk, etc. halkboard, magnetized model vehicles ector/screen le projector/screen ies (blank or prepared) er (33-1/3 rpm) ol bus(es) rojector/screen	directions on use nders, if appli- .	Diagram of local brake loss incident, if any. Diagram(s) of evasive action taken by local drivers to avoid obstruction in the path of the bus. Filmstrip: "Emergency Maneuvers"* (67). Filmstrip: "Driving Strategy"* (66). Diagram of local skidding incident, if any. Diagram of local tire blowout incident, if any.
			edge of first aid emonstration pro- es. information on nts, location of aid kits and where t new supplies.	Description of local situation in which bus driver administered first aid, if any. First Aid kit. Film: "First Aid on the Spot"* (33)
			ocal policy that es to field trips. d forms used in ict.	Example of special trip AUTHORIZATION REPORT. Sample record forms filled out. Handout description of field trip that driver has completed. Prepared hypothetical field trip assignment.

in parentheses ( ) refer to AV Directory. (See Appendix A)

Table 3 (continued)

ADV. UNIT	REFERENCES	HANDOUT MATERIAL AND MEDIA
D	Local policies on emergency issues (see p. 31). Policies on parent responsibility during loading and unloading. Policies on communicating with parents. Recommendations of Special Education Teachers, Counselors.	Sample student confidential card on emergency health care information. Wheel chair* Ramp for special bus*
E		Descriptions or pictures of local: Roadway hazards Off roadway hazards Single-vehicle hazard Multiple-vehicle hazard Other road users hazards Combination vehicle/roadway hazard Handout outlining route where each of 6 types of hazards are known to exist or are likely to occur. Filmstrip: "Seeing Habits for Expert Driving"* (79) with accompanying record and student workbook. Filmstrip: Aetna Drivocator II "Identify and Predict"*(82)
F	State law regarding yielding right of way. Dimensions of buses in your district (height, weight, width, length, etc.) State law regarding signalling other drivers. State law regarding bus positioning.	Filmstrip: Aetna Drivocator II "Isolate and Stabilize"* (83) "Advanced Driver Performance - A Multimedia Instructional System"* (64) "Programmed for Safe Driving"*(76) "Driving Strategy"* (66) Film: "Smith System of Space Cushion Driving"* (58) "DIM on Timed Intervals"* (29) "Defensive Driving Film Series"* (22) Handout describing planned route for on-road practice

Table 3 (continued)

ADV. UNIT	REFERENCES	HANDOUT MATERIAL AND MEDIA
G	Legal distance behind lead vehicle where high beams may be used.	Handout describing an urban route for in-bus lesson. Handout describing route for in-bus night driving lesson. Handout describing route for in-bus lesson on expressway driving. Filmstrip: "Intersection Maneuvers"* (71) and accompanying workbooks and records. Filmstrip: "Freeway Maneuvers"* (70) and accompanying workbooks and records. Film: "Driver Education Series"*(27) (Rural Driving, Driving in Traffic, and Critical Driving Patterns) Slides: "Your Rural Road Challenge"* (81)
H	Local mechanics' recommendations. Symptom report procedures.	Maintenance Repair Request form Filled in sample inspection forms Line drawings of bus components Worn brake shoes, clutch plates, etc.*

5. Adapt the CONTENT to state or local needs. (Make detailed changes in the CONTENT column of the *Instructor's Guide* so the changes can be efficiently communicated to the trainees.)

   a. Refer to Unit Objectives and Review Questions.

   b. Provide state and local regulations where specified.

   c. Add, delete, or substitute material where appropriate.

6. Prepare diagrams and examples to supplement CONTENT material of instructional units, where specified in INSTRUCTOR GUIDELINES.

7. Prepare answers to review questions that may differ for the state or district from those provided. (Delete or modify questions to reflect modifications made in CONTENT.)

   a. Refer to Review Questions at the end of each unit.

   b. Refer to Answers To Review Questions at the end of the Core Units and at the end of the Advanced Units.

   c. Refer to state and local regulations for variations.

   d. Refer to any CONTENT modifications.

8. Arrange for required demonstrations.

   a. Classroom (see Instructor Resources Needed) in *Course Guide*.

   b. For in-bus demonstrations and practice, plan the practice course/route, arrange for buses, etc.

9. Pre-class assignments reduce the time required for detailed content coverage in the classroom. Decide whether the *Trainee Study Guides* are to be a pre-class assignment. If so,

   a. Make arrangements for distribution of *Trainee Study Guides*.

   b. Prepare a letter of explanation containing the reading assignment and noting that certain changes will be required to make the materials conform to state and/or local practices.

10. Arrange for classroom facilities.

    a. Arrange for a meeting room large enough to accommodate trainees and instructor comfortably in round-table fashion with unobstructed view of screen/chalkboard/ flipchart, etc.

b. Each trainee should have about 3 feet of table space for spreading out materials, taking notes, etc.

c. The room should accommodate any selected equipment, e.g., electrical outlets, "black-out" blinds for film showings, etc.

d. Make space and arrangements for coffee and snacks.

Using the AV Directory

Many of the OPTIONS listed in the GUIDELINES of the *Instructor's Guide* were reviewed during the development of the School Bus Driver Instructional Program. The Audiovisual (AV) Directory (in Appendix A of this *Course Guide*) lists the titles of prepared audiovisual media, a brief description of each, and the addresses of producers or suppliers. Part 1 lists films, and Part 2 lists filmstrips, slides, slide/tapes, and other packaged programs. The titles are listed in alphabetical order in most instances. When a title has been recommended as an OPTION under the INSTRUCTOR GUIDELINES in the *Instructor's Guide*, that entry is asterisked (*) in the AV Directory.

Each title has a number. The number of the item is referenced in parentheses in the INSTRUCTOR GUIDELINES so the instructor can look it up in the AV Directory. A double asterisk (**) indicates a title that has been produced by a local pupil transportation system, and therefore is probably not available for public distribution.

Many of the audiovisuals have a rental or purchase option, depending on the producer or supplier. Some are available at no cost. Cost information varies, and can be obtained from the individual producer/supplier. All orders or inquiries for information should be made to the producer/supplier at least two months in advance of the planned date of use. Since many of these audiovisuals are in great demand, requests are often handled on a "first-come, first-serve" basis.

Scheduling Guidelines

The School Bus Driver Instructional Program is flexible. Thus, scheduling depends on a number of factors, including:

1. Whether the program is designed as pre-service, in-service, or a combination of pre-service/in-service instruction. (See General Planning Considerations on page 7 of this guide.)

2. Which units are selected.

3. How many units are selected.

4. Whether or not the *Trainee Study Guides* are used as home study assignments.

5. The experience level of the student drivers.

6. The number of students in each class.

7. The availability of buses for in-bus practice.

8. Amount of modification made to the program.

The first three factors will probably be the primary determinants of the schedule. Hypothetically, if the *entire* School Bus Driver Instructional Program (all Core and Advanced units) were to be administered as a pre-service program, the program would require the approximate times indicated in Table 4:

Table 4

Approximate Times for
Administering the Entire Program

	Core Units	Advanced Units	Total
Instruction time	2 days	4 days	6 days
Review and feedback	3/4 day	1 day	1-3/4 days
Total	2-3/4 days	5 days	7-3/4 days

Specific scheduling estimates can be derived from Table 5, which contains detailed administrative data for each of the units. The time data given in Table 5 are based on actual tryout of the materials. Although these times represent reasonably ball-park estimates, the qualifications and motivation of the instructors and students in a particular program could cause significant deviations from the times shown.

As an example of how the data in Table 5 could be applied, Table 6 presents a hypothetical schedule for a school system. This sample schedule reflects the school system's decision to give new drivers *all* core materials. If the school system also decided, for example, to give all experienced drivers Advanced Units E, F, and G, they might schedule the in-service program as in Table 7.

Table 5

PREPARATION AND ADMINISTRATION TIME DATA

OVERALL TOTALS (ALL UNITS)	28 - 30¾ hrs.		48½ - 59½ hrs.			
	PREPARATION		ADMINISTRATION			
UNIT	Reviewing and Localizing Units	Collecting/Preparing Instructor Resources (Equipment, References Handouts, Media)	Teaching Time		Review Question Time	
			Classroom	In-Bus[3]	Answering Questions	Providing Feedback
CORE A	1 hr.	1 hr.	1 - 2 hrs.		1/2 hr.	1/2 hr.
CORE B	1/2 hr.	1/2 hr.	2 - 3 hrs.		1/2 hr.	1/2 hr.
CORE C	1 hr.	1 hr.	2 - 3 hrs.	1/2 hr.	3/4 hr.	1/2 hr.
CORE D	1/2 hr.	1/2 hr.	1/2 hr.	1/2 hr.	1/2 hr.	15 min.
CORE E	1 hr.	1 - 1½ hrs.	2 hrs.	3 - 4 hrs.	1/2 hr.	1/2 hr.
CORE TOTALS	4 hrs.	4 - 4½ hrs.	7½ - 10½ hrs.	4 - 5 hrs.	2¾ hrs.	2¼ hrs.
ADV. A	3 hrs.	2 hrs.	2 - 3 hrs.	3 - 4 hrs.[2]	1/2 hr.	1/2 hr.
ADV. B	2 hrs.[1]	1 hr.	4 hrs.[5]		1/2 hr.	1/2 hr.
ADV. C	1/2 hr.	15 min.	1/2 hr.		15 min.	15 min.
ADV. D	1 hr.[1]	1 hr.[1]	1 - 2 hrs.		15 min.	1/2 hr.
ADV. E	3 - 4 hrs.[4]	2 hrs.	3 hrs.	2 - 3 hrs.[2]	15 min.	1/2 hr.
ADV. F	1 - 2 hrs.[4]	1/2 - 3/4 hr.	2 - 4 hrs.[2]	2 - 3 hrs.[2]	15 min.	1/2 hr.
ADV. G	1 hr.[4]	1/2 hr.	2½ hrs.	3 hrs.[2]	15 min.	1/2 hr.
ADV. H	1 hr.	15 min.	1 hr.		15 min.	15 min.
ADV. TOTALS	12½ - 14½ hrs.	7½ - 7¾ hrs.	16 - 20 hrs.	10 - 13 hrs.	2½ hrs.	3½ hrs.
GRAND TOTALS	16½ - 18½ hrs.	11½ - 12¼ hrs.	23½ - 30½ hrs.	14 - 18 hrs.	5¼ hrs.	5¾ hrs.

[1]Depends on instructor's background; [2]Depends on regional differences; [3]Class of 6; [4]Assumes preparation in order E, F, G. ; [5]Includes 2 hrs. for optional aspects.

Table 6

Sample Scheduling of Core Units

	DAY 1	DAY 2	DAY 3
8:00	Core A: Introduction to School Bus Driver Role and Responsibility	Core C: Accidents and Emergencies	Core E: Driving Fundamentals
9:00	Coffee Break		
10:00	Review of Core A	Coffee Break	Coffee Break
11:00	Core B: Passenger Control	Core C (continued) Includes 1/2 hour in-bus practice	Review of Core E
12:00			
	L U N C H		
1:00	Core B (continued)	Review of Core C	Core E In-Bus Practice
2:00	Coffee Break	Core D: Bus Maintenance and Inspection Includes 1/2 hour in-bus practice	
3:00	Review of Core B	Coffee Break	
4:00		Review of Core D	

Table 7

Sample Scheduling of Advanced Units E, F, G
(Assuming 24 Drivers)

CONTENT COVERED	GROUP 1 (6 DRIVERS)	GROUP 2 (6 DRIVERS)	GROUP 3 (6 DRIVERS)	GROUP 4 (6 DRIVERS)
Advanced E--Classroom "Detecting Hazards"	1st Wednesday (Month 1) 7 - 10 p.m.	2nd Wednesday (Month 1) 7 - 10 p.m.	3rd Wednesday (Month 1) 7 - 10 p.m.	4th Wednesday (Month 1) 7 - 10 p.m.
Advanced E--In-Bus	Next Saturday (Month 1) 9 a.m. - Noon	Next Saturday (Month 1) 9 a.m. - Noon	Next Saturday (Month 1) 9 a.m. - Noon	Next Saturday (Month 1) 9 a.m. - Noon
Advanced F--Classroom "Controlling the Position of the Bus"	1st Wednesday (Month 2) 7 - 10 p.m.	2nd Wednesday (Month 2) 7 - 10 p.m.	3rd Wednesday (Month 2) 7 - 10 p.m.	4th Wednesday (Month 2) 7 - 10 p.m.
Advanced F--In-Bus	Next Saturday (Month 2) 9 a.m. - Noon	Next Saturday (Month 2) 9 a.m. - Noon	Next Saturday (Month 2) 9 a.m. - Noon	Next Saturday (Month 2) 9 a.m. - Noon
Advanced G--Classroom "Driving Under Special Conditions"	1st Wednesday (Month 3) 7 - 10 p.m.	2nd Wednesday (Month 3) 7 - 10 p.m.	3rd Wednesday (Month 3) 7 - 10 p.m.	4th Wednesday (Month 3) 7 - 10 p.m.
Advanced G--In-Bus	Next Saturday (Month 3) 9 a.m. - Noon	Next Saturday (Month 3) 9 a.m. - Noon	Next Saturday (Month 3) 9 a.m. - Noon	Next Saturday (Month 3) 9 a.m. - Noon

CONDUCTING THE PROGRAM

To a large extent, the success of the School Bus Driver Instructional Program will depend on the dedication and motivation of the instructor. Because of this dependence, the instructor must be fully aware of the impact his actions and attitudes have on learning. The instructor's actions and attitudes can create an exciting and productive learning environment. Or, they can create a boring, perhaps hostile environment, in which little or no learning occurs. There's no magic formula for creating an excellent instructor. However, if all instructors *conscientiously* adhere to the following DO's and DON'Ts, the quality of the program will be improved.

DO

- Read over all of the CONTENT and INSTRUCTOR GUIDELINES *before* teaching.
- Have all materials, local modifications, etc., available and documented *before* teaching.
- Stick to the topics and curriculum you and your administration have decided upon.
- Encourage all trainees to work the exercises and answer the Review Questions.
- Encourage discussion (keyed to topics you want to discuss) by acknowledging and rewarding student attempts at discussion.
- Provide students with as much individual attention and feedback as possible.
- Use the Review Questions as a means of opening discussion.

DON'T

- Be the only one to talk!
- Ramble or get off the subject.
- Be a "know-it-all." (Many of the issues in the program are legitimately open to discussion and there may be more than one acceptable approach.)
- Berate or otherwise embarrass students who give wrong answers (try to find a kernel of truth and lead them to the correct answer. At least show that you appreciate their making an attempt.)

The remainder of this section contains a list of specific recommended instructor activities.

1. Preliminaries

   a. Welcome class members; introduce yourself and have trainees introduce themselves.

   b. Distribute a *Trainee Study Guide* to each trainee (unless they were given the guide as a pre-class assignment.)

   c. Give the schedule for the instructional session, including start and stop times, coffee breaks, and lunch breaks.

   d. Encourage students to participate in discussion.

2. Classroom Instruction

   a. Have trainees read CONTENT column (or summarize CONTENT if reading the *Trainee Study Guide* was a pre-class assignment.)

   b. Point out every instance where the instructional materials differ from your state or local requirements. Have the trainees change (add to or delete from) their own study guides to insure their materials accurately conform to your state and/or local practices.

   c. Follow the activities and suggestions in the INSTRUCTOR GUIDELINES column.

      (1) Points to emphasize

      (2) Demonstrations/diagrams

      (3) Options

   d. Have students work the exercises that are included in the units. If some or all of your students aren't comfortable with writing, have them complete the exercises in discussion groups. Avoid the temptation to "skip over" the exercises. They provide a major opportunity for the trainees to participate in a structured situation--a very important ingredient for effective learning.

   e. Answer any pertinent questions trainees may have and encourage discussion. However, if a question is raised that will be covered in a later unit, or covered in detail later in that unit, *do not digress* from the lesson to answer the question. Indicate that it's a good question and that "they'll learn more about that later." Make a note of the question so you can discuss it at the appropriate point.

f. Have trainees answer Review Questions at the end of each unit. Emphasize that the Review Questions *are not* tests; they will not be graded. Mention to the trainees that although there is usually a best answer, the questions are often open to discussion. Oral responses are acceptable in some cases, but written answers are preferred. Provide feedback, i.e., let them know whether or not their answers are correct. If you prefer to have them check their own answers, refer them to the Answers to Review Questions in their *Trainee Study Guide*.

g. Have trainees review CONTENT material if they do not meet the performance criterion as specified on the answer sheet.

3. In-Bus Instruction

Assign the order in which each trainee will participate. If two or more instructors are available, two or more trainees can receive in-bus instruction simultaneously. If only one instructor is available, the rest of the class may be assigned a reading period, a review period, or a free period. You may want to schedule in-bus instruction on different days to accommodate individual schedules.

APPENDIX A

Audiovisual Directory

(Those titles which have been recommended as an OPTION under the INSTRUCTOR GUIDELINES in the *Instructor's Guide* are followed by a single asterisk. Those followed by a double asterisk are media produced by a local pupil transportation system.)

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
1	ACCIDENTS	Discusses the many causes of accidents and the human element involved. Explains the various accident factors – type of accident; actions of driver; age of driver; vehicle, weather and road conditions; hours of occurrence; direction of traffic; etc. Tells what to do in case of accident.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
2	ACCIDENT BEHAVIOR	Step by step procedure to follow when involved in an accident – care of the injured, hazards of fire, keeping the accident from getting worse, legal responsibilities.	Michigan State University Instructional Media Center East Lansing, Michigan
3	ACCIDENTS DON'T JUST HAPPEN	Shows how mixed-up signals, combinations of situations, misunderstandings, and "other factors" cause fatalities done.	Creative Arts Studio 814 "H" Street, N.W.
8	ATTITUDES, EMOTIONS, AND HABITS	Discusses temporary and permanent mental and emotional attitudes; kinds of emotional upset; maturity; group attitudes toward showoffs; and reckless driving. Stresses dangers of accident-prone drivers and gives three ways to eliminate this hazard.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
9	BROKEN BUS	Depicts the UCLA school bus crash testing studies for recommended vehicle safety improvements. Among the findings was the identification of well-padded, high-strength, high-back safety seat as the single factor contributing most to bus safety.	Chas. Cahill & Associates, Inc. Hollywood, California
10	BUS DRIVER HELPERS	Designed to present a "non-preaching" approach to bus conduct for primary grade students. The viewing pupils will discover for themselves the need for proper student conduct aboard their school bus and how they can help.	AIMS Instructional Media Services, Inc. P. O. Box 1010 Hollywood, California 90028
11	CAN YOU STOP IN TIME?	The story of one driver's realization of the distance it takes to stop his vehicle. Emphasizes the need for allowing proper space when following other vehicles and discusses factors that affect stopping distances.	American Mutual Ins. Co. 20 N. Wacker Drive Chicago, Illinois

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
12	CAUTION, VALUABLE LOAD *	Shows overview of school bus driver's job. Introduction to various routine events as they happen on the job.	Paragon Productions 2363 Hunter Mill Road Vienna, Virginia 22180
13	CHAIN REACTION	It began when dad slipped on a pair of roller skates at home. He was mad when he drove off to work and he made other drivers angry, thereby causing accidents and injury to himself. Narrated by Bob Hope, mixing humor with tragedy. The theme is that courtesy makes for safe driving. "Designed primarily for the general public, but with the addition of a prologue and epilogue the film can be used as a bus operator or truck driver training film."	American Transit Association 355 Lexington Avenue New York, New York 10017
14	CHECKING FOR INJURIES OR DANGER IS YOUR COMPANION	Shows what is being done to combat accidents and how to give emergency first aid when accidents occur.	American Red Cross Films Safety Service Section 140 New Scotland Avenue Albany, New York
15	CHILD SAFETY	The driver's moral responsibility for other people's children; importance of constant alertness; need to drive with such control as to avoid accidents which can result from the unpredictable behavior of children.	University of Michigan Audio-Visual Education Center 416 Fourth Street Ann Arbor, Michigan 48103
16	CHROME YELLOW! EXTRA CAUTION*	Safety measures important to the proper operation of school bus.	Pennsylvania State University Audiovisual Services University Park, Pa. 16802

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
17	CITY DRIVING	Deals with complexities arising from increased traffic conditions such as turns, clearing intersections, choosing proper lanes, and pedestrian problems. Explains the effectiveness of courtesy in relation to positive and negative situations. Covers the restrictions and requirements of parking.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
18	DANGER IS YOUR COMPANION	Shows what is being done to combat accidents and how to give emergency first aid when accidents occur.	American Red Cross 18th between D & E Sts. N.W. Washington, D. C. 20006
19	DEADLY DRIVING ERRORS	A series of three films designed to help professional drivers avoid three major pitfalls that can result in serious traffic accidents. "A Matter of Speed" shows drivers the need to set their own speed limits by adjusting their speed to changes in weather, roads, and traffic. "A Matter of Adjustment" demonstrates how drivers must adjust to changing conditions. "A Matter of Distance" deals with establishing a safe following distance and demonstrates the time interval method.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
20	DEFENSIVE ACTION	Reviews defensive driving and defines defensive action. Discusses loss of perception, comprehensive viewing vs. acute viewing, scanning, the need to make sure the other driver sees you, distractions, the importance of developing seeing habits, highway design, and high accident locations.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
21	DEFENSIVE DRIVING	Emphasizes that obeying the law is not enough – it is important to use our sense of perception. Defines what is meant by the word perception. Concludes with review questions.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
22	DEFENSIVE DRIVING FILM SERIES *	Each film in this course deals with one of the six basic traffic situations in which one vehicle can collide with another. Each is covered in an effective, easy to remember way. An instructor (on film) illustrates key points with blackboard, chart, and table top demonstrations and with cartoon and live action sequences.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
23	DEFENSIVE DRIVING TACTICS	The ABC's of defensive driving vignettes of "offender-type drivers" emphasize the need for practicing defensive tactics. A road test, conducted between an "offensive driver" and a "defensive driver" proved that a few minutes saved was hardly worth the 138 violations.	Chas. Cahill & Associates, Inc. Hollywood, California
24	DON'T BE A SITTING DUCK	Shows how a driver is a sitting duck if he has to stop suddenly without giving the vehicle behind any warning. Offers a solution to this problem.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
25	DOWN SHIFTING AND EMERGENCY STOPS	Discusses the occasions when it is necessary to shift to a lower gear ratio and gives directions as to how this is done. Explains the dangers of and the reasons for emergency stops. Lists series of things that happen before the car actually stops. Part 2 explains how to make various turns.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
26	DRIVE DEFENSIVELY	Good drivers look out for mistakes the other fellow may make. Demonstrates how to anticipate mistakes of other drivers, how to recognize signs of danger, how to react in dangerous situations.	Encyclopedia Brittannica 425 N. Michigan Avenue Chicago, Illinois

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
27	DRIVER EDUCATION SERIES *	Five-part series offers a variety of valuable driving tips on such subjects as: "Rural Driving," "Driving in Traffic," and "Critical Driving Patterns."	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
28	DRIVING EMERGENCIES	The defensive driver anticipates problems and prepares for them in advance. But problems can develop without warning, and in such emergencies the natural response is often the wrong one. Therefore, the objective of this unit is to provide the student with the knowledge necessary for quick accurate responses when faced with common driving emergencies.	Aetna Life & Casualty 151 Farmington Avenue Hartford, Connecticut 06115
29	DYNAMIC INSTRUCTIONAL MODULE (DIM) *	A filmed module, with instructor guide and student response booklets. Teaches an easily-performed method of judging safe following distances. Students judge distances from "driver's seat" on film and record answers. Film provides feedback.	Applied Science Associates, Inc. Box 158 Valencia, Pa. 16059
30	EXPERT DRIVING SERIES, THE	A series of four films on four basic ideas underlying every fleet accident prevention program – valid for the beginner as well as the veteran driver. The films are built around the accident reporting sequence: why report them, how to report them, how accidents are graded preventable or non-preventable, and how professional drivers earn recognition from the National Safety Council by achieving long records of driving without a preventable accident.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
31	EXTINGUISH THAT FIRE	Shows classes of fires and how to handle appropriate types of extinguishers.	Los Angeles City Fire Department 217 S. Hill Street Los Angeles, California 94088
32	FINAL FACTOR, THE *	Film shows how drivers can get into trouble any time they find themselves confronted with just the right combination of accident factors. Most of these would not likely cause an accident, but collectively can become dangerous.	AAA Foundation for Traffic Safety 1712 G Street N.W. Washington, D. C. 20006
33	FIRST AID ON THE SPOT *	First aid treatment as approved by the American Red Cross. Shows six types of injuries or disabilities and proper technique for handling each case. Includes: treatment for shock, care of wounds, control of bleeding, artificial respiration (both mouth-to-mouth methods), splinting a fracture, treating extensive burns.	Encyclopedia Britannica 425 N. Michigan Avenue Chicago, Illinois
34	FREEWAY DRIVING	Preparation for freeway driving, entering lanes, signaling, rules for safe highway driving.	Michigan State University Instructional Media Center East Lansing, Michigan
35	FREEWAY DRIVING IS DIFFERENT	How to enter, drive, and exit from a freeway.	Michigan State University Instructional Media Center East Lansing, Michigan
36	HIGHWAY DRIVING	Shows the unusual situations that may arise from driver fatigue. Presents a complete picture of the advantages and special dangers confronted on expressways. Explains how to avoid fatigue.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
37	HOW TO FOLLOW SAFELY	Illustrates the braking time needed for various rates of speed and offers a simple rule for avoiding collision with vehicles ahead – stay one vehicle length behind for every 10 miles per hour.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
38	HUMAN FACTOR IN DRIVING, THE *	Ninety-seven percent of all accidents are caused by drivers with one or more years experience. It is not our mechanical skills that determine our safety, it is our mental and physical limitations. This film shows how certain habits develop into death traps, the effect of fatigue and how it develops, how our eating habits cause accidents, the folly of driving when angry or under emotional stress.	Progressive Pictures 1810 Francisca Ct. Benicia, California 94510
39	IN CASE OF ACCIDENT	Even experts are sometimes involved in an accident. Then experts know what to do to protect their own interest, their company and the general public. Covers types of accident facts needed for a useful report, how to get the facts, and the importance of witnesses.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
40	INTERSECTION SAFETY	Features an insurance claim representative who illustrates different types of intersection collisions. Depicts intersection situations and presents four basic rules for preventing this type of accident: 1) Watch for blind intersections; 2) give the right-of-way; 3) don't pass at intersections; 4) before turning, signal, slow down, get in proper lane, and check mirrors.	American Mutual Ins. Co. 20 N. Wacker Drive Chicago, Illinois 60606

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
41	NATIONAL DRIVER'S TEST, THE	Originally produced for showing on national TV, this film gives each viewer an opportunity to actually test his driving judgment, knowledge, and perception. It confronts audience with certain potentially dangerous driving hazards, then asks, "How many did you spot?"	Allstate Insurance Co. Public Affairs Manager
42	9 OUT OF 10	One 35mm color filmstrip, one 12" record, and five companion workbooks. A self-appraisal approach to driving – a look at the other driver.	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
43	NIGHT AND BAD WEATHER DRIVING	Deals with the safety steps to take when driving during bad weather – care of your car – safety appliances – how to prevent a skid – and many other safety precautions. Generally shows why darkness and bad weather are the worst killers.	Progressive Pictures 1810 Francisca Ct. Benicia, California 94510
44	NIGHT DRIVING	How human limitations are intensified at night: vision, focal distance, space perception. How to compensate for these limitations.	University of Michigan Audio-Visual Education Center 416 Fourth Street Ann Arbor, Michigan 48103
45	NIGHT DRIVING AND EMERGENCY SITUATIONS	Emphasizes the difficulties of night driving and explains the steps necessary to lessen the accident danger. Gives detailed information concerning emergency situations and what to do when emergencies arise – hood flying up, lights going out, brake failure, blowout, flat tire, hospital run, scene of accidents, and animals.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
46	OPERATOR AND HIS JOB	Bus operator's responsibilities; safety and comfort of his passengers and that of pedestrians, maintenance of schedules, courteous and friendly attitude toward passengers.	University of Michigan Audio-Visual Education Center 416 Fourth Street Ann Arbor, Michigan 48103
47	OPERATOR AND SAFETY	Importance of safety in bus operation; how to operate safely in passing, at intersections, at bus stop zones, and under special weather conditions.	University of Michigan Audio-Visual Education Center 416 Fourth Street Ann Arbor, Michigan 48103
48	PHYSICAL CHARACTERISTICS OF THE DRIVER	Emphasizes importance of each driver knowing his limitations. Explains the importance of good vision, hearing and general health; the dangers of and compensation for temporary illness, fatigue and age; the necessity of disqualifying many types of disabilities; and the dangers of carbon monoxide poison and ways to prevent it.	NET Film Service Audiovisual Center Indiana University Bloomington, Indiana 47401
49	PREVENTABLE OR NOT? *	The concept of preventability, basic in all fleet safety programs. An irate driver, whose accident had been judged preventable by the review committee, complains to the safety director. Through a discussion of specific accidents, the driver is made aware for the first time of what preventability means.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611

AUDIOVISUAL (AV) DIRECTORY

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
50	PSYCHOPHYSICAL FACTORS	Aetna Drivocator Film Series. Safe efficient driving demands alert attention, acute perception, accurate interpretations, sound judgments and deft precise response. These traits emanate from complex psychophysical functions of the driver. This unit is designed to develop an increased awareness of the psychophysical factors relating to safe driving to develop the student's ability to assess his psychophysical characteristics and to assist him in correcting and/or compensating for recognized deficiencies.	Aetna Insurance Co. 151 Farmington Avenue Hartford, Connecticut 06115
51	SAFE DRIVING: ADVANCED SKILLS, PROBLEMS	Common driving hazards and how to meet them. Safe practices on blind curves, steep grades, wet roads, mud, snow, ice.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
52	SAFETY ON OUR SCHOOL BUS	Important safety rules for riders and drivers of school buses. Necessary cooperation and teamwork.	Michigan State University Instructional Media Center East Lansing, Michigan
53	SAFETY ON THE WAY TO SCHOOL	Film stresses ways of going to and coming from school safely. It reveals the safe way of riding in a car or bus, the skills needed to walk safely to school and how to select the safest route.	Coronet Instructional Films 65 E. South Water Street Chicago, Illinois 60601
54	SCHOOL BUS DRIVER, THE	Familiarizes audience with the basics of a school bus driver's job. Covers pretrip inspection, driving techniques, pupil evacuation, loading, unloading, etc. at an introductory level.	Film Production Service Virginia Department of Education Richmond, Virginia

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
55	SCHOOL BUS OPERATION, PART II: PASSENGERS, DRIVING HAZARDS, SAFETY	Responsibility of bus driver for the safety of child passengers. Safe driving habits and procedures for handling children.	Michigan State University Instructional Media Center East Lansing, Michigan
56	SCHOOL BUS PATROL *	Dramatizes experience of a typical school as it improves school bus transportation by establishing School Bus Patrols. Shows how a school bus patrol operates and presents safety values of a good program.	AAA Foundation for Traffic Safety 1712 G Street, N.W. Washington, D.C. 20006
57	SCHOOL BUS SAFETY WITH STRINGS ATTACHED	Features Ray Martinez, NSC school bus safety specialist, and students at Forest View High School, Arlington Heights, Illinois. Martinez sings, plays the guitar, and uses his talents as a mimic and pantomimist to get across school bus safety in a unique way. Using some folding chairs and student volunteers, he creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. A bright film that students, teachers, and school bus personnel will find delightfully amusing as well as instructive.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
58	SMITH SYSTEM OF NO-ACCIDENT DRIVING OR SMITH SYSTEM OF SPACE CUSHION DRIVING *	Millions of drivers have found Harold Smith's five safe driving habits to be among the most useful ever formulated. This updated release shows how to "aim high in steering; get the big picture; keep your eyes moving; make sure they see you; leave yourself an out."	Ford Motor Co. Film Library The American Road Dearborn, Michigan 48121

PART 1 FILMS

Number	Title	Description	Producer/ Supplier
59	SPLIT SECOND DECISIONS	Presents a discussion between a psychologist and a commercial vehicle driver. The film is concerned with the number of decisions drivers make on the road, and emphasizes five driving habits which favorably affect a driver's ability to react to emergency situations.	American Mutual Ins. Co. 20 N. Wacker Drive Chicago, Illinois 60606
60	THREE FOR THE ROAD	A three segment film, separated for stop and start: MARGIN OF SAFETY brings out the "anticipate" concept of driving ahead of one's car, alert for telltale indicators. LIGHTS HAVE LIMITS demonstrates the blinding peril of high beam and the "over-driving your lights" hazard of low beam. SUDDEN EMERGENCIES asks the driver to "rehearse in advance what you'll do when certain emergencies arise."	Datafilms 2625 Temple Street Los Angeles, California
61	THREE STEPS TO SAFE DRIVING	A professional automotive test driver demonstrates three principles that help the experts drive smoothly and safely in traffic: proper tracking, accurate speed control, and strategic positioning.	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
62	WE DRIVERS	Film gives drivers an opportunity to see driving situations as seen from a helicopter, making it easy to see booby-traps that can't be seen from inside vehicles. An interesting and instructional film for beginners and veteran drivers.	General Motors Corporation Film Library General Motors Building Detroit, Michigan
63	WHAT RIGHT OF WAY?	Stresses that traffic signs and signals are useless when drivers try to grab the right of way. Offers simple rules to help a driver prevent accidents with vehicles approaching from an angle.	Association Films, Inc. 600 Madison Avenue New York, New York

PART 2 FILMSTRIPS/SLIDES/TAPES/PROGRAMS

Number	Title	Description	Producer/ Supplier
64	ADVANCED DRIVER PERFORMANCE (A MULTI-MEDIA INSTRUCTIONAL SYSTEM)*	A five-hour course including slides, films, student response books, and instructor lecture. Course stresses simulated behind-the-wheel performance; continuous opportunity for student to "practice" what he would do in different driving situations. Designed for automobile drivers, course is adaptable to school bus drivers.	Instructional Resources Corp. 251 E. 50th Street New York, New York 10022
65	BE YOUR OWN TRAFFIC JUDGE*	Sound/slides presentation provides a good definition of preventability. Presents cases and facts, then asks viewer for a judgment regarding preventability.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
66	DRIVING STRATEGY*	Five 35mm color filmstrips, three 12" records and one set instructor guides & driver workbooks on the topics: "Decision Pattern" "Strategic Positioning" "Adjusting to the Changing Scene" "Critical Maneuvers – Skids" "Emergency Problems"	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
67	EMERGENCY MANEUVERS*	Four 35mm color filmstrips, two 12" records and one set instructor guides & driver workbooks on the topics: "Emergency Braking Skills" "Controlling Skids" "Wheels Off Pavement" "Sudden Loss of Vision"	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
68	EMERGENCY TECHNIQUE**	A videotape, intended to prepare driver to cope effectively with confusion and emotion following an accident.	Clark County School District 2832 East Flamingo Road Las Vegas, Nevada 89121

AUDIOVISUAL (AV) DIRECTORY

PART 2 FILMSTRIPS/SLIDES/TAPES/PROGRAMS

Number	Title	Description	Producer/ Supplier
69	FIRE SUPPRESSION **	Slides showing demonstration and practice of using fire extinguishers.	Clark County School District 2832 East Flamingo Road Las Vegas, Nevada 89121
70	FREEWAY MANEUVERS *	Five 35mm color filmstrips, three 12" records and one set instructor guides & driver workbooks on the topics: "Entering the Freeway" "Driving at Freeway Speeds" "Judgment Time Driving" "Passing on the Freeway" "Leaving the Freeway"	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
75	PASSING MANEUVERS *	Five 35mm color filmstrips, three 12" records and one set instructor guides & driver workbooks on the topics: "Basic Passing" "Hazard on the Side" "Oncoming Traffic" "Being Passed" "Passing Emergencies"	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
76	PROGRAMMED FOR SAFE DRIVING - A NEW LEARNING EXPERIENCE IN DEFENSIVE DRIVING *	Programmed instruction on eight phases of defensive driving; in booklet form.	CIT Financial Corporation New York, New York
77	SAFETY SEVENTEEN	Four slide shows with scripts.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
78	SCHOOL BUS SAFETY FOR DRIVERS	Slides present detailed instructions for the school bus driver – from picking pupils up in the morning to taking them home. Discusses what to do in emergencies, how to handle the children, and how to handle yourself.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611

AUDIOVISUAL (AV) DIRECTORY

PART 2 FILMSTRIPS/SLIDES/TAPES/PROGRAMS

Number	Title	Description	Producer/ Supplier
79	SEEING HABITS FOR EXPERT DRIVING*	One 35mm color filmstrip, one 12" record and one 27-page Companion Workbook; a complete unit based on the Smith System.	Ford Motor Company Film Library The American Road Dearborn, Michigan 48121
80	YOU ARE THE JURY*	Fifteen to twenty audiotapes; each tape contains 15-minute program presenting a hypothetical accident case; listening audience is to decide who is right in each case.	Michigan State University Highway Traffic Safety Center East Lansing, Michigan
81	YOUR RURAL ROAD CHALLENGE*	Slides describe the hazards facing rural drivers.	National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611
82	IDENTIFY AND PREDICT*	Aetna Drivocator Film Series. Perceptual training in distinguishing critical figures from background in traffic environments. Practices in the development of 12 second visual scan patterns applicable to a variety of roadway and environmental configurations is provided. The process of anticipatory associations is described and demonstrated.	Aetna Insurance Co. 151 Farmington Avenue Hartford, Connecticut 06115
83	ISOLATE AND STABILIZE*	Aetna Drivocator Film Series. Decisions and execution techniques for establishing, adjusting and protecting a fore, aft and lateral space cushion around the vehicle are described and demonstrated. The concepts of stabilizing and isolating potential risks are applied to lane selection and use, passing procedures and turning maneuvers.	Aetna Insurance Co. 151 Farmington Avenue Hartford, Connecticut 06115

APPENDIX B

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